



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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illustrations, whether the delicate thumbnail pictures or those that take a page, are entrancing, so full are they of the joyousness of the wild wood life. This is a book of intimacies.

The Other Boy, by Evelyn Sharp (Macmillan, 4/6), is a well-told story of a natural and engaging family with equally natural and engaging parents, who abdicate; and who secure a charming and up-to-date governess who also abdicates. The children are left to bring themselves up with such discipline as consequences step in to effect. The author appears to be well pleased with the result. We cannot say that we think it quite satisfactory.

The Story of a Scout, by John Finnemore (Pearson, 5/-). A brightly told story of the Peninsular War, which will certainly attract boys, and make Burgos, Vittoria, and many another name of honour, interesting and real for them. The "Scout" is an English youth who, in the service of his country, comes across Wellington himself.

The Boys' Book of Battles, by Herbert Cadett (Pearson, 5/-). These twenty-two modern battles, beginning with the Battle of Kandahar in 1880, and including the great events in the late war, should certainly keep alive the sense in our boys that we are making history. The fair, straightforward way in which the Jameson Raid is described, indicates the temper of the book, which is written in simple vigorous English, and is, as a boy's book must be before all things, interesting.

Alick's Adventures, by G. R. (Longmans, Green & Co.) The tale of Alick's adventures, in company with the Ambassador, is full of fun, both for children and grown-ups. The latter will enjoy the "diplomatic" skits and innuendoes which would be lost upon most children. The illustrations are very amusing, especially that which is described as "almost too exciting."

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

DEAR EDITOR,—I have read with much interest the paper in October *Parents' Review*, on "The Education of Nervous Children," and noticed specially the remark with reference to stammering—"It is certain that such speech defect should be definitely taken in hand fairly early." I have wondered whether any of your readers have had personal experience of this defect with children, and as to what age it is really of use to place them under special training. I have a boy just 10, who has stammered since between three and four, not what would be called a very bad case, but still the defect is decided. For between two and three years I have followed out a course of breathing and other exercises, strongly recommended by a gentleman who, though not a professional trainer, has had a good deal of experience. I do not think there has been any real improvement, though I sometimes comfort myself with the thought that my child might have become worse if left entirely alone. I should be very glad to know from the personal experience of others whether there is any real advantage in a child being placed under a trainer as young, or whether it

is better to wait till he is well into his 'teens, and more able to exercise thought and care on his own account. My boy is highly strung and eager, and far too much occupied with the matter in hand to give thought as to how he is expressing himself.

The Limes, Newport Pagnell.

I am, yours truly,

L. A. LITTLEBOY

DEAR EDITOR,—May I be allowed to correct a slight mistake in C. F. Yonge's article last month, "The Impoverishing of Poverty." She speaks of the Girls' School at York (known as "The Mount School") as taking, she believes, 300 or 400 girls. There have never been more than seventy odd there at any time; having two daughters there at the present time I am quite sure of my facts. It is not exclusively confined to Quakers, but it is rather difficult for non-Quakers to get in, as they must have some connection with the Society, and, as there is always a long "waiting list," the girls' names will have had to be down many years. We are all very proud of "Alma Mater," which is well up-to-date, and in many cases the third and even fourth generations are being educated there. It is, of course, not a *private* school, but governed by a committee and council.

Yours sincerely,

FRANCES M. SNELL.

DEAR EDITOR,—Mr. Brigstocke's appreciative paper on the Pope, in "The Ring and the Book," appears to me to omit the most important point. This, as I see it, is the Pope's conviction that the only hope for Guido's soul is in a shock, which will show him and Pompilia to himself as they are—

"For the main criminal I have no hope
Except in such a suddenness of fate—

So may the truth be flashed out at one blow,
And Guido see, one instant, and be saved."

This is what Browning represents as occurring. Guido, at first smooth and hypocritical as ever, has the veneer washed off him, and appears at last in his native moral hideousness—spiteful, brutal, boasting of his courage till the imminence of death reduces him to a whining coward; but his last words of supplication culminate with a confession of the divine goodness and forgivingness of Pompilia.

"Abate—Cardinal—Christ—Maria—God— . . .
Pompilia, will you let them murder me?"

Given a villain like Guido, this discovery is an immense stride in the upward direction, and surely wholly justifies the Pope's decision.

Yours, etc.,

M. BRANSTON.

St. Grimbalds, Winchester.

DEAR EDITOR,—Will you kindly ask in the *Parents' Review* if any of the readers of it would like to join an amateur essay club when there are some vacancies. The number is limited to 12. For particulars, apply to Miss M. Eleanor Bellairs, North Wood R.S.O., Middlesex, and enclose a stamped directed envelope for an answer. Yours truly,

M. ELEANOR BELLAIRS.

DEAR EDITOR,—Yesterday we saw, as we walked along the beach, a young hare run down the steep, sandy cliff from the golf links, and without the slightest hesitation plunge into the sea. The tide was running strongly in, but the hare struck out boldly, swimming—as he runs—in rather a jerky manner. His ears appeared to inconvenience him very much as they got full of water, and weighed him down. He swam out till he was a mere speck, then turned and tried to come in. But the strong undercurrent, which makes the bathing here a not altogether safe amusement, kept him back, and he was carried down very far from where he entered the water. He struggled valiantly, and would have been able to land on any ordinary beach, exhausted though he was, but as each wave threw him on to the pebbles, the underwash swept him off his feet, and so the poor little beast was just battered to pieces. Happily for the children, they could not see what was happening. I wondered what made the hare take to the water. Was it that the caddies chased him to the edge of the cliff and he hoped to stay in the water till they forgot him, or was he an unhappy suicide. There was something deliberate in his action, and yet he tried hard to land again. It was very sad, but I think drowning was better than his probable fate at the hands of the caddies.

Yours truly,
S. HIRTZEL.

DEAR EDITOR,—I shall be very grateful if you can tell me where I can obtain *Jesus of Nazareth*, by Mr. Robert Bird, and what the price will be; also the names of any other books on the Bible by the same writer. I have also been told of a very good book for little children, called *The Story of the Bible*, with many uncoloured illustrations. I shall be very grateful if you can tell me the writer of this.

Dalton Parsonage, Thirsk.

Yours truly,
ELEANOR C. CHILMAN.

[We are much in sympathy with Mr. Piper's wish that his children should read about the countries through which they will be passing, and think that he will find the following books interesting, good, and to the purpose:—

Childe Harold, by Lord Byron.

Mlle. Mori (Italian Revolution, 1848), by Miss Roberts (Longmans, Green & Co.)

Niccolina Niccolini (Italy), by Miss Roberts (Gardner Darton).

Colomba (Corsica), by Prosper Merrimée (Hachette, 2/-).

The Talisman (Eastern Travel), by Sir W. Scott (6d.)

Eothen (Eastern Travel), by Kinglake (Blackwood, 1/-).

Eight Years in Ceylon (Ceylon), by Sir S. Baker (3/6).

Ancient Egypt, by Professor Rawlinson (Unwin, 5/-).

Sicily, by Professor Freeman (Unwin, 5/-).

Tuscan Republics, by Bella Duffy (Unwin, 5/-).

Australian Commonwealth, by G. Tregarthen (Unwin, 5/-).

Cairo, Dent's *Medieval Town Series* (3/6).

Gordon, *English Men of Letters Series*, by Sir W. Butler (2/6).

The following is a list of Mr. Bird's works:—*Jesus, the Carpenter of Nazareth* (Nelson, 6/-). *Joseph, the Dreamer* (Nelson, 5/-). *Paul of Tarsus* (Nelson, 6/-).—ED.]

P.N.E.U. NOTES.

Edited by Miss F. NOËL ARMFIELD, Sec., 26, Victoria Street, S.W.

To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 6 copies of any prospectuses or other papers they may print.

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NATIONAL UNION OF WOMEN WORKERS.

Mrs. Franklin was one of the invited speakers to address the meeting of educated mothers arranged by the Union of Women Workers in connection with their Conference at Edinburgh. It is hoped that as a result of her paper a great many new members have joined. We quote from a report in one of the Scotch papers:—The second paper of the afternoon was read by Mrs. Franklin, the Hon. Organising Secretary of the Parents' National Educational Union, and was entitled, "The Place of the Parent in Education." Mrs. Franklin knows how to read well, and one can imagine that this talent has been cultivated by the daily reading aloud in the family circle, which she advocated in her paper. This lady thinks that to train for the profession of parent is as necessary as to train for the profession of teacher. Her ideal parent cannot know too much, and thus must be prepared to go on studying for ever. Some of the most formative years of the child's mind are those from infancy to five years, the time when he is almost solely in the charge of his parents, and from the beginning the parent's ideal must be "to produce a being at his best, physically, morally, and intellectually." "Education is an atmosphere, a discipline, a life," said a wise thinker, and under these three heads Mrs. Franklin proceeded to show how the influence of parent on child should be directed. Provide the necessary "atmosphere" by being careful in your own behaviour before the child and in the choice of his friends and associates, said she; discipline him wisely by studying and counteracting his individual and hereditary weaknesses, and for the life of his mind provide "quickenings round which the skeleton of facts can afterwards be hung." Leaving theory, Mrs. Franklin went on to show what she meant by quickening ideas as opposed to facts. She advocated nature study and the cultivation of the faculty of observation. She advised parents to share their children's enthusiasm for flowers and trees and animals, but as a necessary word of caution she interpolated that "a mother must not be always intruding herself." There was much sound wisdom, too, in Mrs. Franklin's remarks on a child's taste in literature, music and art, being formed in its very early years by the class of books, pictures, and "pieces" which are found in his home. She advised mothers to instil into their children a love for the best children's books only, and as early as possible to teach them to see beauty in the highest productions in the domain of art. One of the most illuminating thoughts of all, however, was that one at the conclusion of the paper where she